R E P O R T R E S U M E S

ED 017 605 UD 005 691

LINCOLN HIGH SCHOOL, THE OPPORTUNITY SCHOOL.
LINCOLN HIGH SCHOOL, ST. LOUIS, MO.

PUB DATE JAN 67

EDRS PRICE MF-$0.25 HC-$0.68 15P.

DESCRIPTORS- *HIGH SCHOOL STUDENTS, *CONTINUATION HIGH SCHOOLS, *INSTRUCTIONAL PROGRAMS, *WORK STUDY PROGRAMS, *ADJUSTMENT PROBLEMS, BASIC SKILLS, STUDENT MOTIVATION, NONGRADED CLASSES, BEHAVIOR PROBLEMS, ACADEMIC FAILURE, PERSONNEL, ST. LOUIS, MISSOURI, LINCOLN HIGH SCHOOL, IOWA TESTS OF BASIC SKILLS

THREE SEPARATE DOCUMENTS DESCRIBE A SPECIAL HIGH SCHOOL WHICH OFFERS MOTIVATION AND ACADEMIC OR VOCATIONAL PREPARATION TO STUDENTS WHO ARE UNABLE TO FUNCTION WITHIN A REGULAR HIGH SCHOOL PROGRAM. ACADEMIC FAILURE, ABSENTEEISM, OR BEHAVIOR PROBLEMS WERE THE USUAL REASONS FOR A STUDENT'S DISMISSAL FROM HIS REGULAR SCHOOL. IT IS ANTICIPATED THAT AS A RESULT OF THE PROGRAM THESE STUDENTS WILL RETURN TO THEIR REGULAR HIGH SCHOOLS OR GAIN SUCCESSFUL EMPLOYMENT. WORK EXPERIENCE IN ACTUAL JOBS IS AN IMPORTANT ASPECT OF THE PROGRAM. TO INCREASE PUPILS' MASTERY OF THE BASIC SKILLS, INSTRUCTION IS PROVIDED IN READING, WRITING, LANGUAGE ARTS, AND MATHEMATICS. PUPILS ARE ALLOWED TO PROGRESS AT THEIR OWN RATE IN NONGRADED COURSES WHICH ARE OFFERED AT VARYING LEVELS OF DIFFICULTY. THE STUDENT'S ABILITY IS MEASURED BY THE IOWA TEST OF BASIC SKILLS WHICH HE TAKES WHEN HE ENTERS THE SCHOOL. THE SCHOOL'S PROFESSIONAL STAFF CONSISTS OF 21 TEACHERS, FIVE COUNSELORS, TWO ADMINISTRATORS, TWO SOCIAL WORKERS, A NURSE, AND A LIBRARIAN. A COPY OF THE STUDENT NEWSPAPER IS INCLUDED. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

05691

T. LOUIS, MISSOURI

DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
ON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
ED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
TION OR POLICY.

L I N C O L N H I G H S C H O O L

"THE OPPORTUNITY SCHOOL"

ED017605

Lincoln High School provides a second and perhaps a last chance for youth who either could not or would not adjust to the regular high school program. The basic purpose of this school is to rehabilitate some students for return to a regular high school and others to useful vocation and citizenship through a combined work-study program.

The majority of the Lincoln High School students were suspended from a regular high school for one of the following reasons:

1. Repeated Academic Failure
2. Attendance Irregularities
3. Behavioral Problems

Many of these students are deficient in basic skills, need more time for learning, and lack motivation. Hence, within the general purpose of rehabilitation the specific objectives of Lincoln High School flow directly from the aforementioned needs of the students:

1. To increase achievement in the basic skill areas--reading, language arts, writing, and mathematics at the individual student's level.

2. To provide a means by which students who need more time for learning, who exhibit patterns of disruptive behavior, or who lack motivation for reasonable achievement in school may be assisted in overcoming these deficiencies.

3. To build positive attitudes in each individual child.

4. To prepare some students for useful vocation and citizenship.

The entire school is dedicated to the foregoing objectives with each individual student. A clinical approach is used. Upon enrolling, the student is tested in reading and arithmetic on the Iowa Test Of Basic Skills in order to ascertain his current achievement level. Basic academic courses are organized in a multi-level, non-graded fashion. By multi-level we mean that

each subject is taught on several levels to accommodate the varying degrees of student preparedness. Each student is assigned to the level of a subject which will be appropraite for him as indicated by his achievement test results. By nongraded we mean that there will be no time requirement for the attainment of any skill or mastery of any given quantity of subject matter; the student will proceed at his own pace and advance to a higher level whenever his progress warrants reassignment. Such a curriculum enables the school to place each student in a group in which he can work with some chance of success and in which he can have the satisfaction which comes with accomplishment.

Each pupil is assigned to an appropriate level in each of the following areas for one period per day:

1. Communications (two periods per day)

2. Mathematics (Basic, General, Pre-Algebra, Algebra, Geometry)

3. Social Studies (Citizenship, U.S. History, World History, Contemporary History)

4. Typewriting

5. Home Economics, Industrial Arts, or Art

6. Library and Group Guidance (on alternate days)

The Work-Study Program is a most vital aspect of our school. Work experience in real jobs outside the school provides the following opportunities:

1. A student gains additional financial resources.

2. A student receives training for practical employment.

3. Those students destined to return to regular high school learn the values of an education for increased earning power and job placement.

4. Those students who terminate their education prior to graduation do so with at least some work experience.

5. Students develop positive attitudes toward regular attendance, punctuality, cooperation, etc., in a non-school setting.

The teaching staff numbers thirty-two: two administrators, five counselors, two social workers, a nurse, a librarian, and twenty-one teachers. Prerequisites for selection to the staff were the ability:

1. to provide excellent instruction
2. to relate to the particular kind of child enrolled
3. to adopt non-conventional techniques if necessary
4. to be flexible--to change as called upon to do so
5. to create appropriate materials, experiences and programs
6. to work cooperatively with total staff in developing the overall program

In order to meet individual student needs and to provide the teacher with necessary tools, many and varied materials are used. A multi-text approach is used in each course. Assorted printed materials, audio-visual equipment and materials and field trips are used whenever appropriate.

CHARLES BRASFIELD, JR.
Principal

CB:pp

12-67

U.S. DEPARTM
DOCUMENT HAS
SON OR ORGANIZ
TED DO NOT NECES
TION OR POLICY

LINCOLN HIGH SCHOOL

"THE OPPORTUNITY SCHOOL"

I. INTRODUCTION

A. Why The Need For A New Kind Of High School?

B. Students Who Have Been Unable To Adjust To The Regular High School Curriculum And Environment

1. Low Scholastic Aptitude
2. Inadequate Preparation In The Basic Skills (Reading, Writing, Arithmetic)
3. Long History Of Academic Failures
4. Dislike Of School
5. Cultural And Economic Deprivation
6. Erratic Attendance
7. Low Self-Concept

C. Tutorial School

II. "THE OPPORTUNITY HIGH SCHOOL"

A. Our Philosophy
B. Our Objectives
C. Our Staff

III. THE CURRICULUM

A. Ungraded Program
B. Multi-level Structure
1. Level I - a curriculum designed for students who are deficient in basic skills and in need of remedial instruction.
2. Level II - a vigorous program of basic skills
3. Level III - instruction beyond the basic skills for students achieving at a level normally expected of high school students
4. Level IV - a curriculum providing depth and concentration

C. Low Pupil-Teacher Ratio

D. Subject Offerings

1. Language Arts - Communications (Reading, Oral & Written Language)

2. Social Studies - Citizenship & Personal Economics, U. S. History, World History, Contemporary History

3. Mathematics - Basic Mathematics, General Mathematics, Pre-Algebra, Algebra, Plane & Solid Geometry

4. Typewriting - Beginning, required for all students, Type 2, 3, 4.

5. Art - All Levels

6. Industrial Arts -Woodwork, Electricity, Mechanical Drawing, Welding

7. Home Economics, Family Living

IV. DEALING WITH STUDENT PROBLEMS -- BROADENED GUIDANCE SERVICES

V. WORK EXPERIENCE

A. Objectives
B. Coordinator
C. Results

VI. REFERRAL TO REGULAR HIGH SCHOOL

VII. PUBLIC RELATIONS -- CREATING A POSITIVE IMAGE AND SELLING THE PROGRAM

A. Residents In The Immediate Vicinity Of The School
B. Parents
C. Secondary School Administrators
D. Secondary School Counselors
E. Local Press
F. Civil Rights Organizations

VIII. SUMMARY -- STRENGTHS AND WEAKNESSES OF PROGRAM

CHARLES BRASFIELD, JR.
Principal

CB:pp
1-68

THE CHALLENGER

Volume II, Issue I | Lincoln High School | St. Louis, Mo. | Jan. 1968

THE SECOND TIME AROUND
WITH BOTH FEET ON THE GROUND

"You don't miss the water until your well runs dry.....!"
--Harold Houston, Senior

I have learned that this expression is really true. In September, 1966, when I was first informed that I was to attend Lincoln, then called Opportunity High School, I felt the same way I know most of you felt, and attended with a form of castigation. I was embarrassed and considered it a disgrace to be associated with the school, but what I couldn't see was that these people were giving me a second chance.

Upon arriving, I found only one main thing was asked of you.....cooperation If most of you ask yourselves, you would truly answer that this is not much. Considering the things I already had against me from previous school years, they were willing to accept me and let me start anew. What I couldn't see is that these people were giving me a second chance.

Now.I am back. The building is the same, the classrooms are the same, the teachers (with several replacements), are the same, and even a few faces are the same. But something is different! It is me, for now I can see that these people are really trying to give me another chance and I intend to take it!

Have You Met the Family?

Tne Father of Success is named Work. The Mother of Success is named Ambition. The oldest son is called Common Sense and some of the boys are called Stability, Perseverance, Honesty, Thoroughness, Foresight, Enthusiasm, and Cooperation. The oldest daughter is Character. Some of the sisters are Cheerfulness, Loyalty, Care, Courtesy, Economy, Sincerity, and Harmony. The baby is Opportunity.

Get acquainted with "the old man" and you will be able to get along with the rest of the family.

Take good care of the baby--for it is entering its second year and beginning to move forward. Are you?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Mr. Charles Brasfield, Jr.
Principal
LINCOLN HIGH SCHOOL

This past New Year's Day, countless millions of people watched a football jamboree--the traditional telecasts of the various Bowl Games throughout the country. Unquestionably, a large number of the television viewers were fascinated by the color and pageantry of the occasion rather than the games themselves. Having played and subsequently coached football for several years, I am inclined to watch the whole game rather than the player who made the touchdown, caught the pass, or made the long run. I am more interested in play action, offensive and defensive line play, defensive secondary rotation, and a team's game plan.

In most instances, football teams know what teams they are going to play several months ahead of time. Consequently, the coach arranges for an assistant coach to scout an opposing team several games prior to the date of their game in order to determine their type of offense, weaknesses and strengths of their personnel, mannerisms, etc. Subsequently, on the basis of scouting reports, the coaching staff devises a game plan--how to best score on a team and how to keep their scoring to a minimum. Invariably with all other factors being equal, the team that wins is the team that follows its game plan and makes its own breaks.

Essentially in all other fields of endeavor as well as in sports, success requires being purposeful and having a plan for attaining your goal. Without these essentials, one wanders aimlessly about without experiencing the satisfaction of having attained a previously determined goal.

From:

THE PRINCIPAL'S DESK

By virtue of circumstance, having been suspended from a regular high school, Lincoln High School students would do well to become more purposeful and relegate themselves to meeting the adjustment criteria for return to a regular high school. "When may I return to my regular high school?" is a question that invariably comes up during conferences with students new to Lincoln High School. Naturally, we indicate to the student that he or she will be recommended for return when he or she demonstrates a <u>readiness</u> for return--which means notably improved attendance, classroom achievement, and overall attitude toward school.

For the past several months, our students have been closely evaluated by their teachers, counselors, and administrators. Numerous staff meetings have been held to discuss each pupil's adjustment and growth. We were grossly disappointed that only forty students out of a possible 200 students had shown notable adjustment and growth. Those students have been recommended for reassignment to a regular high school effective January 29, 1968. We firmly believe that these students will be able to continue their education profitably while meeting the demands of a regular high school setting.

Beginning March, 1968, we will, again, evaluate our students in order to determine their readiness for return to regular high school in September, 1968. Hopefully, we anticipate returning a much larger percentage of our students. Your action or your inaction will determine whether or not <u>you</u> are recommended for reassignment to regular high school. Begin now to make a concerted effort to attend school regularly and promptly, to become more vigorously involved in classroom activities and to demonstrate a more cooperative and enthusiastic attitude toward all school activities.

"We make our own breaks!"

FACULTY TO THE FRONT AND CENTER

Teachers and administrators give viewpoints

Lincoln High Welcomes . . .

Most outstanding freshman in mathematics at Tennessee Agricultural and Industrial State University.

Spelling Champion Extraordinary

Reads, works all kinds of puzzles
Plays piano and organ

Attending St. Louis University

Mrs. Buchanan
Math Department

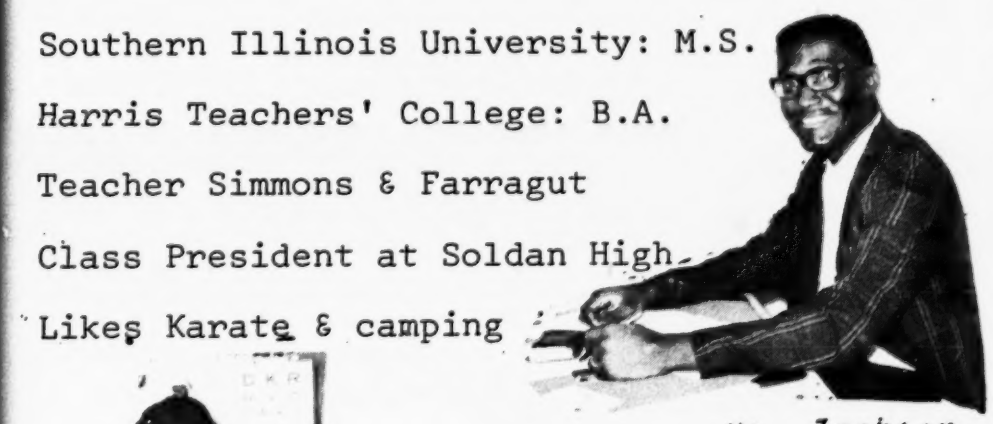
Lincoln University: B.S. M.S.

Teacher Kinloch High School

St. Louis Job Corps for Women

Enjoys reading.

Mrs. Matthews
Typing



Southern Illinois University: M.S.

Harris Teachers' College: B.A.

Teacher Simmons & Farragut

Class President at Soldan High

Likes Karate & camping

Mr. Jackson
Counselor

Mrs. Allen
Nurse

Experience: Jewish Hospital of Child Psychology
Malcolm Bliss Mental Hospital

Enjoys reading and bowling

Recipient of award from United States Air Force for rehabilitation of more than 200 high school dropouts

Research worker in Negro History and the Labor Movement

Newspaper reporter and free lance writer

Mr. Hines
Supplies

Mr. Purdy shares impressions and experiences

Mr. William Purdy, our new Assistant Principal, was interviewed by Miss Mackler's English class to learn of his opinions and ideas concerning his new situation at Lincoln.

Mr. R. William Purdy
Assistant Principal

Mr. Purdy graduated from Southwest High School and, later, returned there as a teacher. He has been an active participant in sports both in and out of school. He was even at one time attached to the old St. Louis Browns (now the Baltimore Orioles). Along with most St. Louisans, he is now an avid fan of the Cardinals.

When asked why he joined the Lincoln staff Mr. Purdy's reply was that he enjoyed being involved in something new and different. He is impressed with the student body of Lincoln, and could recall no serious incident to harm the school's reputation. When one of the students asked Mr. Purdy what he thought of the school's organization and philosophy, he replied, "It is a revolution in its own time."

Mr. Purdy believes that once any set goal is reached, the goal should be extended or new goals set. This is the reason he decided to come to Lincoln, because he likes things which are new and different in approach. And we welcome him!

STUDENTS TREATED TO CLASSICAL CONCERT . . . PERFORMED BY DISTINGUISHED PIANIST

-The artist and his friends-

On Wednesday afternoon, December 13, Mr. Coleman Blumfield, a well-known classical pianist, gave a concert at our school.

The concert was sponsored by the St. Louis Job Corps For Girls. Mr. Brasfield and Miss Taylor of the St. Louis Job Corps introduced Mr. Blumfield and then Mr. Blumfield himself gave a brief introduction to his music during which he spoke to us on the appreciation of the fine arts. He explained that instead of listening to nothing but jazz, rock and roll and folk music, we should attempt to broaden our interests to include classical music, art and drama. He said that even those who don't appreciate the fine arts should learn to respect them.

Mr. Blumfield played:

"Variations Serieusses"
by Mendelsohn

"Ballade In G Minor"
by Chopin

"Pictures In Exhibition"
by Maussorgsky

All were beautifully played.

We were very lucky to have such a talented performer to entertain us. Not very long ago, Mr. Blumfield played for President Eisenhower at the White House. He has appeared on a number of television shows and one television show was about Mr. Blumfield himself. He has been a soloist with many great orchestras, among them those of Pittsburg, Washington, and Denver. Mr. Blumfield is a graduate of Curtis Institute of Music, Philadelphia, Pennsylvania, and he was a student of Valdimir Horowitz.

Since August of 1965, Mr. Blumfield has donated more than one-hundred concerts for the Job Corps. He has played for schools all over St. Louis. The concerts were arranged by Mr. Hugh White, Director of the Job Corps. Mr. White and several of the girls belonging to Job Corps were present, and the girls distributed programs.

We hope that Mr. Brasfield can persuade Mr. Blumfield to play for us again sometime in the future.

Mary Mays

THE LINCOLN SOUL

THE AFTER LIFE OF CASEY

Listen Dear Readers
And I'll Tell You About
The Life Of Casey
After He Struck Out.

It Was Hot That Afternoon,
Casey Longed For A Shower,
But He Wouldn't Get Home
For Many An Hour.

For As He Walked On
From Behind Came A Shout,
And Casey Felt Fear
As He Turned About.

For The Fans, They Were Coming
In Crowds By The Dozen,
And The Look In Their Eyes
Sure Wasn't Lovin'

Then Casey Ran On,
And The Crowds Ran On Too,
And All Casey Thought Was,
"Where To Run? What To Do?"

Through The Dark Alleys,
Down The Long Streets,
No Longer Was Casey
Trim And Neat.

His Hair Was All Ragged,
Gone That Way And This,
And Suddenly Casey
Looked Up To A Fist.

"Casey Is Gagging.
Stop Choking Him, Man,"
Shouted One Of His
More Loyal Fans.

Then Suddenly The Noise Stopped;
The People Died Down;
As Casey, Gagging,
Slid To The Ground.

Baseball Was His Game,
And He Held It So Dear,
But He'll Play No Longer,
For Many A Year.

Kanita Gardner

Y U M . . . . Y U M . . . .

Well, I Do Declare, Eclair
You Sure Are Tasty, Pastry.
With Whipped Cream On Your Nose
And Crumbs On Your Toes.

You Sure Are Nice
With All Your Spice
Well Eclair, I Do Declare
You Sure Are Tasty, Pastry.

Teresa Lagodzinski

" H A P P I N E S S ? "

Is happiness a peanut butter and raisin sandwich, or is happiness maybe being rich? Or is happiness nothing more than an illusion filled with confusion and sadness.

Difficulties sprout because many people think they have pure happiness. A child who ate a peanut butter and raisin sandwich could get sick. It may have tasted delicious at the time, but when his little tummy begins to hurt, his happiness is gone. A wealthy man may think he has happiness and then something happens to make him wish he lived in simple poverty. Happiness might be flying a kite, but then if there is no wind the kite is useless, or happiness might be dating the most handsome boy in school, unless he turns out to be a dud.

If there is actually a meaning for happiness, not one of us can really define it; and most likely, we haven't experienced it. The closest most of us have come to happiness is by dreaming, and then sometimes when our dreams come true, we find we were better off before. But each of us must judge happiness for ourselves, and take life as it comes; either good or evil.

Jeanette Washington

TELLING IT LIKE IT IS !

Question of the month . . . What do you think of today's "Hippies"?

I wouldn't say that I agree with the Hippies, but I do admire their courage to rebel against today's society. Most of them get involved because they are tired of being treated as children, others may have different reasons. The Hippies are really one of the first groups of which I know to rebel against society, although I don't think they even know why and what they are rebelling for.

Rochelle Hodges

Jeanette Washington

Most people think that a Hippie is some kind of nut who has fallen off his rocker. To be honest, I'm happy for them, because they are happy doing what they want to do. I wouldn't pass judgement on them because I don't know or understand how they feel, but I guess they are really contented in their dream world. All their corny music and chewing gum dope is fine but not for me. I'm happy for them so long as they go their way and I go mine.

Leroy Lashley

To me becoming a Hippie is just a fad that will play out like the styles in clothing. It's just doing and becoming something to occupy your time. You're disgusted with something, maybe yourself. You feel rejected as though no one pays any attention to you. But for me to become a Hippie is another thought. I couldn't see myself wearing the masquerades they do.

The name "Hippie" is a word which brings conflict but the people who live by this name are just like you and I. The only difference is that the Hippies live in a different environment and practice a freer way of life. I feel people should be able to do the things they enjoy so long as they are not violating the law.

Joseph Brown

I don't think that the Hippies are a low class of people, but people trying to escape reality by participating in certain fashions and fads. Some are probably trying to keep from being drafted into the army. Others might have gotten into trouble and are trying to escape by participating in this way of life.

Charles Crusoe

I think that the Hippies have nothing going for them. They hang around on streets with their long hair and mod clothes and like to play "pop" music all year round. In the summer, Hippies don't wear shoes and most of the rest of the time they wear sandles. As for the rest of their habits, I couldn't go for them. Some Hippies take dope, LSD, and smoke weed. This kind of life is no good for the adolescent who wants to thrive and make something out of himself. I guess Hippies are O.K. for the people who like that life, but it's not the thing for me. I say to all Hippies and those who enjoy such things, "Have fun. It won't last long."

Editor's Note--Not all students were available for pictures.

SPONSOR'S SPRINGBOARD

By: Miss L. Mackler

THE SECOND TIME AROUND

Each Of Us, At One Time Or Another, Has Often Expressed The Desire, "If Only I Had Another Chance." Consider The Possibility Of Attaining This Desire 'The Second Time Around.'

The Results Might Be Profoundly Shattering To Historians And The Fate Of The World If.....

Parents Might Have To Tell Their Children That The Wolf Succeeded In Devouring Little Miss Riding Hood.

The Beatles Might Not be An Import If The Colonials Had Not Defeated The British.....

The South Could Have Defeated The North During The Civil War And Gone With The Wind Would Truly Be Gone, We Might Even Have To Remove Aunt Jemima From Her Log Cabin Throne.

The Prohibition Era Might Have Endured And There Would Be No 9-0-5 Country To Visit.....

The Dodge Boys Could Have Remembered They, Too Have An O In Their Product And Could Have Beat Ford To A Better Idea.

Each Time A Boston Red Sox Player Was In Scoring Position, The Friendly Cardinals Would Have Permitted The Lowly Red Sox To Substitute Yaz At Bat.....

The St. Louis Board Of Education Had Not Seen Fit To Establish A Lincoln High School.....To Grant An Opportunity To Those Willing To Utilize This Last Chance To Achieve.... The Second Time Around.....

This Is No Longer A Dream But A Vision Of Hope For Those Who Wish To Relish The Thought.....You Do Have Another Chance.....The Second Time Around.

T A K E I T !

AND NOW TOMORROW !

- By: Mr. R. McComb

The significance of the phrase "the second time around" is obvious; not only is this the second year of operation for Lincoln High School, but the school itself represents a "second time around" for everyone involved in the mixed-up business of living; a second chance to somehow compensate for, or at least avoid the repetition of, the bumblings, goof-ups, or just plain pettiness perpetrated the previous day; an accumulation of opportunities that each of us according to his individual personality, mood, or even state of health, makes the most of, ignores, or sometimes just naturally messes up all over again.

It means recognition of the fact that each passing day is filled for every one of us, L.B.J. included, with a proliferation of irritations, tragedies, misfortunes, and often just plain unfairness on the part of friends, teachers, employers or tax-collectors, and that if anyone only knew what the majority of us go through, then they wouldn't insist on our being calm, reasonable, sweet-tempered paragons; and yet the acceptance of the inevitable truth that while many might be sympathetic with failure and defeat, few if any, are willing to share the accompanying burden: "Gee, that's too bad. See you around.

That is, we ourselves are solely responsible for whatever we are or become, simply because there is no one else available or even able to accept the responsibility. The next time you are tempted to get fired from a job, or fail a subject, or perhaps quit school, because it is too difficult or boring and everyone is down on you anyway, stop to ask yourself not who is wrong or what is fair, but who it is that will have to stew in the misery of your failure then keep struggling along, not because it is honorable or just or righteous, but for the hard, bitter reason that you will wind up hurting even more by giving up. And that is keeping both feet on the ground!

YOUTH WILL BE HEARD . . . AND SERVED

The Labyrinth of Life.....

Linda and *Leona* serve punch at Student Council Christmas Party.

THE STAFF

At present there is no official staff. All students are eligible and invited to contribute articles to the co-sponsors --- Miss Mackler or Mr. McComb

CONFIGURATION

Crying For Yesterday.
Pleading For Tomorrow
Wasting The Time That
We Beg, Steal, And Borrow.
Finding Fault With All Mankind.
Forgetting That Sometimes Justice Is Blind.
And We Who Hold The Golden Key
Forget Its Purpose In Reality.
In This Age Of Miracles
Where Times Are Changing Fast,
Should We Think Of The Present, Instead
Of Dwelling On The Past?
And Youth And Sex Are Precious Wine
And Human Life Not Worth A Dime.....

Maria C. Lawrence

SIMILARITY

I couldn't help but feel that I had been in these surroundings before. Then I recalled in my childhood a place where my brother and I used to play. It was so imprinted in my mind that I couldn't have forgotten it if I had wanted to. The likeness was amazing, the disfiguration of the old oak, the green grass swaying in the cool summer breeze, and the beautiful arrangement of the roses, were that of a pathway which stretched clear across the small meadow beyond the crystal clear lake. The trees were set in such an order that they seemed to have been scrambled by some strange but ingenious force. The flush green groves scattered in small patches, added an element and lovely luster to the scenery. The only thing that was different was that I was in the company of a very beautiful young lady, for at this time I had endured the bonds of matrimony.

Robert Eberhart

DIGGING AND STYLING

Mortal Enemies

There they stood. One eying the other angrily through their grim tempers. Clawing, biting, tearing, they came charging until both were bloody messes. Fighting to the death would be the only satisfaction for the disclosing creatures. Attempting to fulfill this, they were soon at it again. Lying in the itching grass, after antagonizing minutes, lay the defeated with only seconds left to live. Dying. Exhaustingly, but with great pride, the other felt the glory of a triumphanting battle. The victorious alley cat proudly limped away.

Dennis Rizzello

Leslie Grant

Teens . . . D. Young, J. Raybon, V. Porter, R. Hall, and R. Crawford prove it is still more blessed to give than receive. Boys display contributed goods during the Student Council Christmas Basket Drive.

"Let's Go!"

People used to feel that Negroes had brawn but no brains, but this has changed. Today, Negroes are achieving in Harvard, Yale, Princeton, and a host of other nationally known universities. The Negro is steadily working up to his potential because of the realization that if he wants to reach his goals, education is absolutely necessary.

Businessmen are actively looking for Negroes of intelligence and ability, and Negroes have a better chance than ever before to get the things they really want from life. But the thing that teenagers have to realize is that the necessary skills are not learned in a poolroom; so don't wait on anyone else--you move!

Ralph Crawford

HOT LINE TO . . . WASHINGTON

Dig Those Plants

Little Viet Nam.....Lincoln High

Students are complaining about the "jungle" setting within Lincoln High.

Student Council members have referred to Washington on use of warfare such as weed killers, poisonous plant food, rakes, hoes, trowels, and shears.

Reports have been made on the mysterious strangling of a student by a vine!

Washington plans to visit the school and if necessary we will dispatch the Secretary of Agriculture to put the soil to good use.

Jeannette

Fads . . . Fads . . . Cads?

One of the most prolonged fads of all time is the borrowing of the lunch check. It's not the ones without money who beg. It's the ones who have money. If one person sees another person borrowing a check, they do the same so they can save theirs. It infuriates me to see people doing it all the time.

Another fad that gets under my skin is showing how much money you have. This could lead to a lot of acute happenings after school. I've noticed that besides these two things other things permeate the school such as signifying, name calling, and showing disrespect.

Leslie Grant